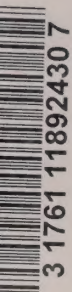


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PREPARING PEOPLE

FOR TOMORROW'S JOBS

Key Challenges and Opportunities as Ontario Moves Ahead in the New Millennium

*Special Advisory Panel
on Preparing People
for Tomorrow's Jobs*

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A MESSAGE FROM THE PRESIDENT

As we approach the new millennium, Premier Harris has challenged all of us to think about our economic future.

He is optimistic about the economic future of our communities, our regions and our province in this changing global environment. We have the talent, the resources and the power to decide what kind of future we want. Together we can develop the strategies and the actions to get us there.

To meet the challenges of the global marketplace, and to seize the opportunities before us we need a road map. A road map developed together, beginning with a shared vision of making Ontario the best jurisdiction in North America to live, work and raise a family.

As Ontarians, we need not approach this challenge with fear. We should have a strong sense of confidence and optimism. Our economic and fiscal problems of the recent past are now being addressed and the results are clear. The provincial deficit is coming down. We are on track to balancing our budget by fiscal year 2000-2001. Personal income taxes, which used to be among the highest in North America, are now among the lowest in Canada. Job creation has reached historic levels. Over

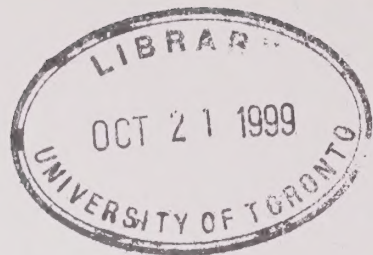
370,000 net new private sector jobs have been created since June of 1995.

However, the work to date has not won us the race. We must continue to build a strong and growing economy. We must continue to create more jobs and prosperity. We are in a race that does not have a finish line. Our competitors next door, and around the world, are not standing still. All of the provinces and states around us are continuing to improve their business and investment climate.

If we wish to keep the quality jobs we now have and stimulate new growth and investment in Ontario, we must continue to improve our business climate at both the community and provincial level. We must continue to innovate and to sharpen our competitive edge. In the race for quality jobs and investment, our goal is to get out in front and stay there.

That is why the Premier has asked us to embark on this challenge. As individuals, businesses, communities and organizations from all sectors and regions of our province, we must consider the future. We must plan for the new economy. We must ensure our future growth and prosperity so we can maintain and enhance the quality of life for all Ontarians. It is only through increased jobs and prosperity that we will be able to continue to develop and finance the social programs and quality of life we all expect in our caring and compassionate society.





Ontario is one of the most export-oriented and advanced economies of the world. That is one of our strengths, but it also poses a challenge. We must recognize our need to remain globally competitive across the diverse sectors and regions of our economy. We cannot rely on a low Canadian dollar for our long-term competitive advantage. We must continually strive to improve quality and efficiency. In that way, we will keep the quality jobs that already exist in Ontario and attract new investment to our province.

In the new global environment, we must recognize that our capital – both financial and human – can migrate quickly. The critical challenge Ontario faces is to differentiate itself. That is, to rise above the crowd by creating an environment where good things are happening, where entrepreneurs and business people can grow and succeed, and where people want to live and work.

To help us develop a road map for Ontario's economic future, Premier Harris created the Ontario Jobs and Investment Board. As Chair of the Board, the Premier has asked us to develop an action-oriented economic vision and plan for the next century.

To assist the Board in its work, three special advisory panels have been created. Each panel will explore distinct ways to build an economic vision and plan that will guide us into the new millennium.

The Board asked the panels to consider Ontario's economic strengths and weaknesses, as well as its opportunities and threats, and to seek the input of individuals and organizations across the province.

This discussion paper has been prepared by the Special Advisory Panel on *Preparing People for Tomorrow's Jobs* to support the Premier's Conferences on Jobs and Prosperity. These conferences will be held in regions across Ontario in the fall of 1998.

Regardless of whether you can attend one of these conferences, the Jobs and Investment Board welcomes your input and advice. Together, we will build an economic plan to prepare Ontario for the new millennium.

On behalf of the Board and our Special Advisory Panels, we look forward to hearing from you.

Sincerely,

David Lindsay
President and CEO

Ontario Jobs and Investment Board

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There is no doubt that Ontario, with many state-of-the-art technologies, enjoys a number of economic advantages. But to turn those advantages into real benefits, our workforce must be able to use and adapt technology with great efficiency. That's why Ontario's economic success and future prosperity comes down to how well people perform.

INTRODUCTION

The Ontario Jobs and Investment Board asked the Special Advisory Panel on Preparing People for Tomorrow's Jobs to consider the challenges and opportunities facing Ontario's workforce, and to provide advice on practical actions and strategies designed to maximize the contributions that working people can make to our long-term economic prosperity.

We are one of three panels formed to provide advice to the Board as it considers a long-term economic strategy and vision for Ontario in the new millennium. Each panel has prepared a discussion paper on an issue vital to Ontario's prosperity in the new millennium.

The other two discussion papers are:

- *Creating an Innovation Culture*
- *Creating Infrastructure to Support Growth and Competitiveness*

Major changes are taking place in the world. In the new millennium, some of these changes could erode our strengths, as a workforce and as an economy. Others could help us become a more prosperous province and nation. Our challenge is to shape these changes to our benefit. Traditionally, Ontario's prosperity – or ability to generate wealth and use it well – depended on our natural resources. In modern times, our prosperity depends increasingly on the quality of our labour force. How well we address the challenges we face in

preparing people for tomorrow's jobs will determine how we prosper in tomorrow's world.

This paper is intended to stimulate public discussion – and help set the stage for your ideas and suggestions – on the key challenges and opportunities Ontarians face in preparing people for tomorrow's jobs. Our aim is to stimulate ideas and discussion to help shape the Ontario government's economic vision and action plan for the new millennium.

The members of the Special Advisory Panel on Preparing People for Tomorrow's Jobs are:

- Jim Harper, Partner, DBO Dunwoody Chartered Accountants (Chair)
- Joshua Mendelsohn, Senior Vice President and Chief Economist, the Canadian Imperial Bank of Commerce
- Veronica Lacey, Deputy Minister, Ministry of Education and Training.

We invite you to respond to the key challenges and questions summarized in the tear-away section at the back of this paper. You can also reach us by visiting our web site at www.ontario-canada/jobgrow or by writing to:

*The Special Advisory Panel on
Preparing People for Tomorrow's Jobs
Ontario Jobs and Investment Board
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SETTING THE STAGE

Major changes are taking place in the world. In the new millennium, some of these changes could erode our strengths as a workforce and an economy. Others could help us become a more prosperous province and nation. Our challenge is to shape these changes to our benefit.

Change is not new. The Industrial Revolution brought about major changes in what was produced and how it was produced. Western economies evolved from being farm-based to factory-based. New technologies enabled this shift in the means of economic production. The Industrial Revolution led to different kinds of jobs. People had to develop new skills – such as how to operate machines, run factories and manage mass production.

Beginning in the mid-20th century and continuing through the 1970s, we witnessed another major change – the growth of the service economy. This change also stemmed from new technologies, and led to increased trade and eventually to higher living standards. It required new ways of working and new skills from workers.

Today, change comes from:

- the rapid introduction of new technology
- increased competition as a result of globalization.

These changes are irreversible. We cannot turn back the clock.

To remain competitive, companies are reorganizing and doing business in new ways to:

- » tailor their goods and services to the needs of buyers;
- » produce goods and services as required (just-in-time);
- » produce around the clock.

This means companies need to:

- understand their competitive environment
- develop effective workplace structures
- improve their training capacity
- recognize employees' need to balance home and work.

To prosper in the labour force, workers are having to:

- » perform new tasks;
- » adjust to a new work environment, such as working at home, working with people thousands of miles away, or working on projects for a specified length of time.

This means workers need to:

- readily learn to use new skills
- adapt well to new circumstances
- work well with others
- develop entrepreneurial qualities
- take risks and show initiative.

GLOBALIZATION MEANS

- *The world is getting smaller.*
- *Borders are becoming less important.*
- *Our companies face more and more competition from around the world.*
- *International competitors sometimes enjoy superior technology.*

Consider:

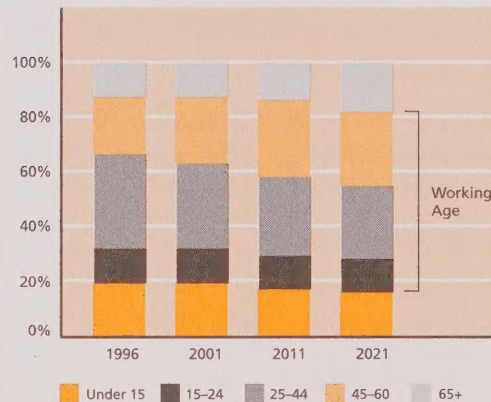
How do we adapt to change?

Is learning to adapt a skill in itself?

If so, how can we improve the ways we adapt?

The large Baby Boom generation is moving through its prime working age and will reach normal retirement age beginning in 2011.

Age Structure, Ontario, 1996-2021



Source: Statistics Canada and Ontario Ministry of Finance

TOMORROW'S JOBS: AN EVOLVING WORK ENVIRONMENT

The last 20 years have seen many changes affecting:

- the makeup of the labour force
- the relationship between employees and employers
- the way work is done
- how much education workers have
- the nature of competition.

CHANGES IN ONTARIO'S POPULATION

The labour force is aging. Over the next two decades, there will be a marked shift from a younger to an older population. This will be especially true in the North.

The seniors population will nearly double by 2021. The share of the working-age population will decline slightly.

- In 1996, there were 5.5 people of working age for each person 65 or older.
- By 2021, there will be 3.7 people of working age for each person 65 or older.

This means:

- A smaller workforce will support a larger number of older people.
- Most of the people who will be working in the next twenty years are already in the labour force. The skill requirements of the economy will increasingly need to come from workers upgrading their skills or retraining.

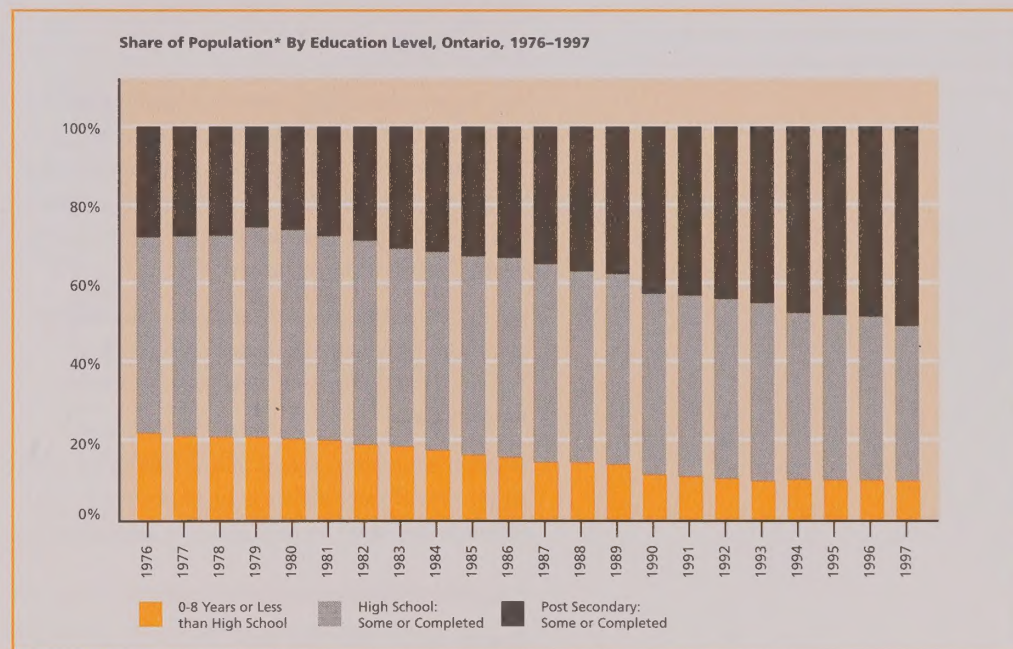
Women will continue to account for a growing proportion of the labour force. The proportion of women in the labour force rose dramatically until the onset of the 1990s recession, peaking at 62 per cent in 1990. It stood at 59 per cent in 1997. It is expected to resume its upward trend in the future.

Youth will occupy a shrinking share of the working age population. But they may continue to face difficulties in finding employment. Transition from school to work is taking longer and is becoming more complex. (See the Easing Transitions section for more details.)

Immigration will continue to be the main driver of population growth, and will continue to influence our population profile. Immigration to Ontario increased significantly in the late 1980s and 1990s.

In 1996-97, net international migration accounted for 64 per cent of Ontario's population growth.

The educational level of Ontario's labour force is rising. The proportion of the working age population with at least some post-secondary education increased from 28 per cent in 1976 to 51 per cent in 1997. High school graduation has become the minimum necessary for a successful career.



Source: Statistics Canada, Labour Force Survey

* Population Aged 15 and over

Technology is providing new opportunities for people with disabilities to make a fuller contribution to the workforce.

By the early 1990s nearly half of Canada's labour force used information technologies in one form or another. In Ontario, computer-aided design and engineering helped produce two-thirds of all manufacturing goods shipped.

All net new jobs over the past decade have gone to individuals with at least some post-secondary education. Many new jobs will continue to require higher levels of education. These trends are expected to continue.

CHANGES IN THE OCCUPATIONS AND INDUSTRIES IN WHICH PEOPLE ARE WORKING

The Ontario economy is continuing to shift towards export-oriented, higher value-added industries. The distribution of jobs by major occupational group is expected to change little over the period to 2005. The nature of those jobs may change. Jobs in many sectors require different, higher skills.

From 1976 to 1997, the service sector accounted for more than 90 per cent of Ontario's job creation. The structural shift of jobs from goods to services has stabilized.

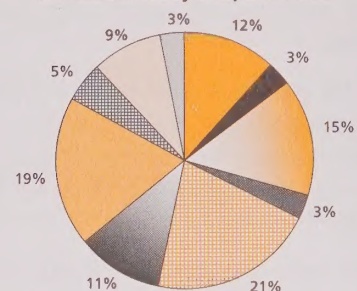
Managerial and professional jobs accounted for nearly 60 per cent of employment gains from 1976 to 1997, although they make up only about 34 per cent of jobs.

CHANGES IN HOW PEOPLE WORK

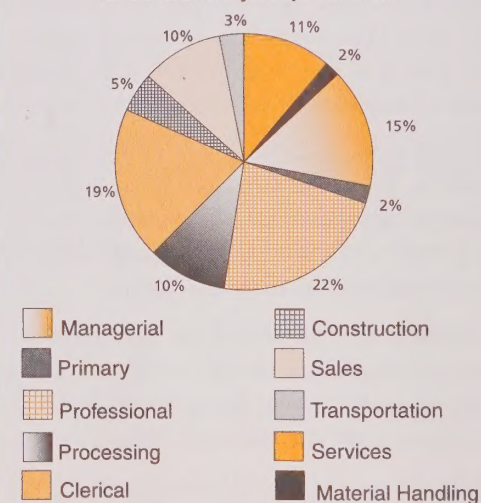
Changes in the workplace have been set in motion by:

- new technology
- corporate restructuring
- new global competition.

Job Distribution by Occupation: 1994



Job Distribution by Occupation: 2005



Source: Ministry of Education and Training employment forecast based on FOCUS/PRISM model using Ministry of Finance 1995 base case scenario

Technology is not only affecting the kinds of jobs people have, but the way they do their work. For example, the adoption of information technologies in the workplace has been rapid and pervasive.

Technology and competitive pressures have streamlined production and distribution systems. Flatter management structures have resulted from the need to respond quickly to changing customer demands. More people work in teams. There is an increasing emphasis on quality, innovation and customer service.

It is impossible to tell exactly what the future will bring. But we can be fairly sure that job creation and economic growth will depend on how skillfully Ontarians innovate and use new technologies to produce and deliver goods and services. How we should go about fostering an innovation culture is the subject of a companion panel discussion paper.

CHANGES IN THE NATURE OF EMPLOYMENT

We are seeing more and more non-standard employment – “as needed” work that is limited to a specific time period, self-employment, part-time work, temporary work and work from the home.

Between 1976 and 1997, part-time employment grew more than three times as fast as full-time employment. In 1997, one in six workers in Ontario was self-employed, up from one in ten in 1976.



Source: Statistics Canada.

Over one-third of all workers are now in jobs that are part-time or do not have a conventional employer-employee relationship.

To prosper in the future, we must take stock of how we do things, and change what we are not doing well. We need to address and embrace change.

Over the last five years, self-employment accounted for 57 per cent of net job growth

The Conference Board of Canada sets out a common set of basic employability skills:

- 1. Academic skills - the ability to communicate, think, and learn.*
- 2. Personal management skills - the demonstration of positive attitudes and behaviours, responsibility, adaptability.*
- 3. Teamwork skills - the ability to work with others.*

PREPARING PEOPLE FOR TOMORROW'S JOBS

Now is the time to plan for our future.

The Ontario economy has undergone significant restructuring over the last couple of decades. Restructuring has helped us produce more sophisticated, higher value-added goods and services.

Although structural change leads to economic growth, in recent decades the process has become more turbulent and created greater uncertainty for employees and companies.

Slower labour force growth and an aging workforce mean that it will be increasingly necessary for the existing labour force to acquire and apply new skills. This has clear implications for future education and training needs.

1. FOSTERING A SKILLED AND PRODUCTIVE WORKFORCE

People with the right skills are essential to Ontario's economic health and growth. To enter and thrive in the job market today, people need strong employability skills and a willingness to continue to learn. People already employed and adults returning to the workforce will also require these same skills and an openness to lifelong learning.

A TRAINING SYSTEM THAT MEETS THE NEEDS OF THE ECONOMY

The Ontario training market includes a rich variety of public and private institutions, private trainers and other resources supporting employer-based training.

Ontario has been well served by the development of the community college system, the expansion of the university system in the 1970s, and a long-standing apprenticeship training system.

As a result of the various post-secondary options available, the accessibility of Ontario's institutions, and the value we place on higher education, Ontario has a higher rate of post-secondary educational achievement than any country in the Organization for Economic Cooperation and Development.

In 1997, 46 per cent of Ontario adults aged 25 years and over had completed post-secondary education.

Keeping pace with the rapidly changing skill needs of the Ontario economy and keeping the infrastructure up to date will tax the ingenuity and flexibility of the education and training system. Our educational institutions are being asked to manage a great deal of change in a very short time. They have to adapt to:

- changing population and enrollment patterns
- funding challenges
- the rapid growth of information technology

- and new ways of doing business around the world.

Schools, colleges, and universities have restructured some of their traditional disciplines to create programs that meet new demands. Schools have new curricula, streamlined governance, and funding changes. Colleges are developing employer-driven program standards for their courses. Partnerships between institutions and industry help this process.

Apprenticeship is another important way in which employers, institutions and government can work together to develop the skills required for the Ontario economy. Apprenticeship prepares young people for a wide variety of jobs in the service sector, in construction, and in manufacturing.

Following extensive consultations, the Government of Ontario is proposing apprenticeship reforms. They would:

- expand apprenticeship so that more employers and apprentices participate
- increase legislative and regulatory flexibility
- give industry enhanced ownership of the apprenticeship system
- improve the quality of training to benefit apprentices and employers.

The public is increasingly recognizing the importance of apprenticeship and technical training to

Ontario's economy. A 1998 survey by Angus Reid for Ernst & Young found that about 60 per cent of Ontarians believe apprenticeship or technical college training will be key to finding employment in the future.

Consider:

Can we do a better job of anticipating tomorrow's jobs and the skills people will need to do them?

What is the best way to have information about current and anticipated skill requirements flow from employers and economic analysts to workers, students, educational institutions and teachers?

ADDRESSING SKILL SHORTAGES

The rapid growth and widespread use of new technologies across all sectors has led to the increased need for skilled workers in many sectors, such as:

- manufacturing
- banking
- and computer software design.

Many key occupations will see high retirement rates in the next 15 years. Expertise could be lost and skill shortages could occur.

People with the right skills are key to Ontario's prosperity. Shortages of them stand in the way of jobs

Leading the Way: Industry Partnerships to Train for the Future

The Ontario Chemical Industries Council in partnership with a private training company, Williams Learning Network, developed an affordable, interactive CD-ROM training program that employees in many small and medium-sized companies can access for on-the-job training and skills upgrading.

O-Vitesse, a collaboration between the University of Ottawa, Carleton University and seven local companies, retrain people who already hold science or engineering degrees in non-computer specialties to work in the software industry. Participating firms, including Newbridge, Nortel, Cognos and Mitel pay the students' tuition for two study terms and hire and train them on two work terms.

Georgian College in collaboration with the Industrial Research and Development Institute – with 250 member companies in the automotive and related industries – provides introductory training and advanced retraining for highly skilled workers.

*"The most important resource which many companies consider when making investment decisions is the availability of skilled labour." --
A 1997 Goldfarb Consultants' study of the views of international investors.*

Twenty-nine per cent of Ontarians took an adult education or training course in 1993.

In 1993, Ontario employers sponsored 68 per cent of job-related adult education and training.

Canada ranked 37th among 49 countries on in-company training activity in a 1996 survey by the World Economic Forum.

and growth. Shortages of skilled people can also discourage new investment.

There are many indications of shortages – current and looming – of people with the right skills in our economy.

A 1996 Canadian Federation of Independent Business survey found that nearly half its members reported difficulties finding qualified workers. A 1997 Industry Canada survey indicated that 35 per cent of information technology companies had vacancies for highly skilled workers. One-third of skilled auto parts workers will retire in the next 10 years, according to the Automotive Parts Manufacturers' Association.

Consider:

How do we improve our ability to quickly recognize emerging skill shortages?

How do we shorten response time for developing necessary skills?

INVESTING IN LEARNING

Investment in human capital is essential for the employability of individual Ontarians. The right skills are the key to productive work and employment today, as they will be in the future.

As labour force growth slows and the workforce ages, the skill requirements of the economy will increasingly need to come from workers upgrading their skills or retraining for different jobs. It will be of paramount importance that appropriate and adequate learning structures are in place.

Businesses and individuals show mixed levels of commitment to lifelong learning. Some people and firms in Ontario have become lifelong learners and learning institutions. They consider training as an investment essential to their business strategy to survive and thrive. Others have little access or few resources to commit to training.

More and more adults are taking courses to supplement their knowledge, either for personal or work-related reasons.

The employer provides the main gateway to adult training. Work-related training benefits both the employer and employee directly. The employer benefits through higher productivity; the employee benefits through more marketable skills and greater job satisfaction.

While Canadian governments spend more on education than governments in most other jurisdictions, there is evidence to suggest that, on average, Canadian employers spend less than their international counterparts on employee training.

People increasingly need to attend college or university or undertake other training at various points in their

career. Balancing work, family, as well as training can become a challenge. To retrain, adults may need to take time away from work.

The changing nature of the labour market is requiring individuals to shoulder more and more responsibility for learning. Increasing numbers of individuals work in non-traditional employer-employee relationships, including a growing number of self-employed. As a result, just as lifelong learning grows in importance, more workers find themselves without the attachment to employers necessary to access employer-sponsored training.

Consider:

How should the costs of learning be distributed among governments, students, workers and employers?

How can we encourage people and firms to undertake education and training?

ENSURING EXCELLENCE

Ontarians are demanding better performance and greater responsiveness from education and training institutions. Particular emphasis has been placed on:

- quality of program content
- teaching and program outcomes
- how well programs meet the evolving requirements of learners and employers.

Institutions need to do more than merely provide good programs – they must also provide evidence of their quality to compete in the national and international marketplace. Among colleges, key performance indicators – graduate employment, graduate satisfaction, employer satisfaction, student satisfaction and graduation rate – have been identified and will be used to report on the performance of each college.

Consider:

How do we ensure more effective results and value for our money from learning institutions?

How can Ontarians reinforce efforts by elementary, secondary and post-secondary institutions to raise the quality and accountability of their programs?

RECOGNIZING SKILLS AND EXPERIENCE

Accreditation systems can help provide formal recognition of people's skills and experience. This is true for skills acquired in the classroom or on the job, and for skills acquired in Ontario or around the world. Accreditation systems give employers a clear picture of the knowledge and experience in their workforce, and they enable employees to move more easily between jobs. They also provide an opportunity for foreign-trained people to help Ontario meet skill shortages.

We need a consistent and cooperative approach to the transferability of credits from one institution to

Finding the time to retrain may be a challenge: Over 60 per cent of women with pre-school children are employed and the majority of these work full-time.

To develop excellent new educational and training systems that seize opportunities in a knowledge-based economy, Ontario requires:

- partnerships among learning institutions*
- partnerships with the private sector*
- innovative ways to deliver training*
- the ability to attract and retain educators and researchers of the highest international calibre.*

Apprenticeship provides one system of accreditation for on-the-job training in specific trades. Current reform proposals would end the tradition of accrediting only rigidly defined trades. Instead, skill sets – according to industry standards – would be accredited. This should bring greater flexibility to the system.

At least 3,000 distance education credit courses are offered throughout Ontario.

Ontario's public libraries are implementing Network 2000 – an advanced technology strategy to support lifelong learning.

Public libraries:

- *provide public access to the Internet through 65 per cent of public library boards;*
- *and train thousands of Ontarians to use the Internet.*

The Toronto Reference Library is implementing a Virtual Reference Library that Ontarians will be able to use from any library in the province.

another. Ontario's colleges currently provide, on request, prior learning assessment and recognition for most post-secondary programs.

Consider:

How can Ontarians improve the portability and recognition of skills acquired in the classroom and on the job?

How do we make it easier to transfer credits from one institution to another?

How can we ensure people, employers and the Ontario economy can benefit from the recognition of skills and experience acquired in Canada and around the world?

USING TECHNOLOGY TO DELIVER TRAINING

Technology helps us communicate more easily and reduces the distances between learners, educators and training tools. Imagine, for example, the benefits of being able to gain access to any library in the province from any classroom. The Internet offers new and more flexible ways to access information and learn.

Ontarians are in a position to use technology to provide better learning opportunities to:

- people in remote areas
- people with disabilities
- people who do not speak English or French.

Consider:

How can we use Ontario's existing advanced technological and telecommunications infrastructure to ensure broad access to lifelong learning?

Given that many people who take courses are also working, how can we arrange for learners to have more control over the timing of programs and the pace of training?

2. EASING TRANSITIONS

In the past, people leaving school often took a job for life. The move from school to work was relatively simple; and people changed jobs or careers less frequently.

Transitions between jobs are becoming more complex, particularly for people who have lost their job or are at risk of losing their job and who:

- have few marketable skills
- have not kept up with job-related training

Today, in a radically new work environment, transitions have become more frequent and more demanding.

EASING THE TRANSITION FROM SCHOOL TO WORK

Successful school to work transitions are essential for young people and for employers.

Young people will occupy a shrinking share of the working age population. However, the transition from school to work is becoming more difficult for them.

Most new jobs created in the last ten years have been managerial, professional or technical. Generally, they have gone to workers over thirty years of age. Further, the workplace values experience. This does not favour youth.

Young people need the opportunity to acquire the skills required by the workplace. They also need up-to-date information about career opportunities that match their aptitudes and interests.

In addition, they require real workplace experience

- to test their interests and aptitudes
- to break through the “no experience, no job; but no job, no experience” barrier
- to make contact with potential employers
- to learn to market themselves
- and to find out what skills they need.

We need to create bridges between youth and the workplace. Young people need to know what the workplace is. This can be done in a number of ways:

- access to summer jobs
- volunteer work experience
- co-op placements
- internships
- mentoring
- job shadowing
- take-your-kids-to-work days

A slower economy in the 1990s led to reduced job creation. This affected young people more than other groups. As economic growth strengthens, job prospects are improving for young people. But the changing work environment has also made the transition to the workplace more complex. Employers often look for workers with previous job experience.

One in five Ontarians between the ages of 15 and 24 has never worked, up from one in 11 in 1986.

Eventually, problems posed by Baby Boomers crowding out younger workers will ease as the Boomers begin to retire in 2011. Young, skilled workers will be in demand. Given the nature of changing demands in the workplace, however, they too will need to retrain and upgrade their skills throughout life.

Career Edge, launched in 1996, provides internships lasting six months to a year, in more than 70 of Canada's largest corporations.

RESTRUCTURING MEANS

Companies reorganize and retool to be more competitive. They purchase new technology to increase productivity, which changes the way work is done. New technologies require different skills. Workers who don't acquire these skills tend to lose their jobs.

The 1994 International Adult Literacy Survey examined needs in society and the workplace for greater literacy skills. It found that 43 to 45 per cent of Ontario adults lack the literacy skills to perform adequately in a knowledge-based economy. This places Ontario in the mid-range of the jurisdictions surveyed.

Many of the reforms introduced by the government of Ontario, such as the Ontario Youth Apprenticeship Program and tax credits for co-op placements, are aimed at bringing young people and employers together.

Consider:

How can we better prepare young people for the world of work?

How can we better provide them with the information and support they need to make informed choices?

What more can be done to enhance linkages between employers and schools?

MEETING THE NEEDS OF JOB-THREATENED WORKERS AND THE UNEMPLOYED

In the 1990s, restructuring was widespread in the manufacturing and resource sectors. In the last few years, it has spread to the services sector.

Workers who lose their jobs because of restructuring are often older, less skilled workers. They tend to have worked for a single employer and may have done the same task for many years.

People are facing substantially longer periods of unemployment. For workers over 45 years of age, the

length of unemployment has gone from 19 weeks in 1990 to 42 weeks in 1997.

Current welfare reforms in Ontario have been designed to focus on returning recipients to work.

New applicants and existing clients are directed to community service, training, education, or job placement programs.

Consider:

How do we go about retraining those workers most at risk of losing their job?

How do we minimize the length of time people are out of work or between jobs?

EASING TRANSITIONS FROM JOB TO JOB

Transitions affect not only young people and the unemployed, but also people with a job. With new ways of doing business and more and more people working outside conventional employer-employee relationships, people will go through a succession of job and career changes during their working life. One in five Ontario workers leaves their employer each year.

As a result, people will need to reinvest continually in skills that make them marketable.

People will have to be aware of their potential and be able to sell their abilities, knowledge and expertise to employers.

Changing careers or retraining for a new job can involve a large investment in time and money. To ensure a good return on investment, people will need reliable information on what jobs and careers offer the best prospects.

Consider:

What information or other supports do people changing jobs or occupations need?

3. PREPARING FOR THE CHANGING NATURE OF WORK

Our workplaces are changing. The past two decades have seen changes in the labour force population, the occupations and industries in which people work, how much education workers have, how work is done, and relationships between employees and employers.

In recent years, employers and employees have been working to meet the challenges of rapid change and to benefit from the opportunities of global competition. The new workplace offers a wider scope for both job and personal satisfaction. It also poses new challenges.

A REGULATORY FRAMEWORK THAT RECOGNIZES THE CHANGING WORKPLACE

One-third of all workers have part-time jobs or work outside a conventional employer-employee relationship. Work arrangements reflect an enormous diversity of individual circumstances and preferences.

Employers need flexible work arrangements to respond promptly to fluctuations in demand, to meet increasing use of just-in-time inventory and delivery systems, to maximize the use of costly technology, and to serve customers – even those in various time zones – promptly.

Employees want workplace standards that are fair and help them balance work, training, family, and other

Canadian public pensions – the universal Old Age Security combined with the Canada Pension Plan – provides a maximum retirement benefit of about \$13,800 annually.

The number of Canadian workers covered by private pension plans has been declining. Currently employment pension plans cover:

- 85 per cent of public sector workers
- 31 per cent of private sector workers.

In 1995, taxpayers aged 25 – 64 used only about \$19 billion (less than 13 per cent) of about \$150 billion available for RRSP purchases.

responsibilities. Workplace standards set the ground rules for employers and employees in areas such as hours of work, minimum wages, vacations and termination of employment.

Consider:

What do you see as the most important changes affecting your workplace?

Do workplace standards need to be changed to reflect new forms of work? How?

Can there be better workplace accommodation of employees, for example, those with family responsibilities?

ENSURING ACCESS TO BENEFITS

Some benefits are universal, while others are tied to employment. The most significant universal benefit is our public health care system. In addition, Old Age Security and the Guaranteed Income Supplement have provided basic coverage. On the other hand, traditional employment benefits include:

- pensions
- long-term disability coverage
- and dental and supplementary medical coverage.

We are entering into a period where a growing number of people working outside traditional employee-employer relationships do not have a built-in system of complete benefits. These people face the challenge of finding other ways to protect themselves and their families.

Most new job creation takes place in the private sector, including the self-employed. But small firms do not have enough employees to set up a pension plan. That's one of the reasons overall pension coverage is declining in the workforce. Another reason for the decline is that employment levels have fallen in sectors with traditionally high levels of pension coverage, such as manufacturing and public administration.

Traditionally, the federal government has played a critical role in ensuring access to retirement benefits. Regardless of whether they have company pension plans, Canadians are also able to save for retirement through Registered Retirement Savings Plans.

Workers who wish to make a gradual transition to retirement face barriers. Phased-in retirement is currently prohibited for defined benefit pension plans under the federal Income Tax Act.

The portability of pension benefits from one employer to another is guaranteed by the Pension Benefits Act. However, people who switch jobs frequently can find it difficult to build up adequate pension levels. That is because pension benefits are typically structured in favour of older or long-service employees.

New models need to be considered to:

- improve access to benefits;
- minimize risk for those who lack benefits;
- and encourage increased savings for retirement.

Consider:

How can we help the self-employed and those in non-standard work arrangements access benefits?

How can we help people save enough for retirement?

How can we ensure that our benefit systems remain sustainable and affordable?

What can we do to ensure that they match the realities of the future workplace?

NOTES

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard sheet of stationery. There is no handwriting or other markings on the page.

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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WHERE DO WE GO FROM HERE? HAVE YOUR SAY

In an increasingly open and competitive international environment, our prosperity will depend on our ability to take advantage of opportunities and adapt to change. We are asking you to turn your minds to what we can do collectively to prepare working people for tomorrow's jobs.

Can we better anticipate tomorrow's jobs and the skills people will need to do them?

What is the best way to have information about current and anticipated skill requirements flow from employers and economic analysts to workers, students, educational institutions and teachers?

How should the costs of learning be distributed among governments, students, workers and employers?

How do we ensure more effective results and value for our money from learning institutions?

Please detach and send
your responses to:
Ontario Jobs and
Investment Board
Suite 4340, Whitney Block
99 Wellesley Street West
Toronto, ON M7A 1A1
or
e-mail us at
ojib@gov.on.ca

How can we ensure people, employers and the Ontario economy can benefit from the efficient recognition of skills and experience acquired in Canada and around the world?

How can we better prepare young people for the world of work?

How do we go about retraining those workers most at risk of losing their job?

What do you see as the most important changes affecting your workplace?

Do workplace standards need to be changed to reflect new forms of work? How?

How can we ensure that our benefit systems remain sustainable and affordable? What can we do to ensure that they match the realities of the future workplace?

*The Ontario Jobs and Investment Board was established
to develop an economic vision and strategies for
Ontario in the New Millennium.*

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A publication of the Ontario Jobs and Investment Board

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